

Parent Information Evening

5 September 2012

ART in grades 1, 2 and 3

Robert Hall

In Hillside ART students are exposed to a variety of tools, materials and techniques. They explore, experiment and over time gain in skill and confidence. Media include drawing, collage, painting, print-making, sculpture and mixed media. Over the year we look at particular artists, their life and work. We tap into our **memories**, learn to make careful **observations** and develop our **imagination**s, while having **fun**.

Learning to look and to discover how we feel and think about our looking are essential parts of an art program, too. We learn to communicate **about** art. Vocabulary becomes an important aspect of art education, too. The children will become more adept at using words to aid them in observing, analyzing and thinking about their own and others' work.

I personally have found that visual art is most likely to happen when we are open and attentive to what is around us. As a teacher I try to select topics of interest for the children to spend time with and then support them in doing something from that interest. We need to keep in mind that, at any age, making art involves taking risks, and so we need to support each child's natural inclinations and efforts.

Not everyone will become an artist, as not everyone will become an historian, novelist or mathematician, yet we all gain from learning the languages of each of these subjects. One learns many things in undertaking art which have influences in other subjects and clearly in our lives outside of school.

There is no one way to produce or approach art, or to solve its many interesting "problems".

Each one of us, young and old, expresses our self uniquely. This is to be appreciated and respected. Over time, the children will broaden their repertoire of skills and ways of looking. It is a gradual process, one enhanced by **encouragement and reflection**, rather than criticism.

Our ART curriculum consists of units of study, which are often integrated with the classroom topics. There are also some stand-alone units, for example, on colour. Students in grades one, two and three meet with me two 40 minute periods per week, Monday-Friday. Grade three classes meet once per week for a double, 85

minute period. (note: Mrs Vicker's grade three students attend art with Ms Stauffer.). There should be some opportunities during the year for field trips related to art or the units of study which have art components. I expect to have some professional artists visiting during the year.

Perhaps you are a practising artist!

Finally, I look forward to working with your child and sincerely hope that he or she is stimulated and develops confidence this year in ART.

"What do people do to make art? What does art do to make people?"

Rudolf Arnheim

Some KEY POINTS for parents about ART with Mr Hall

- ❖ Children are scheduled to have art class for **a total of 80-85 minutes** in a five day cycle, Monday-Friday.
- ❖ My aim is to support the development of each child's **interests, skills, and expression** in art.
- ❖ I encourage the kids to **take risks** to try new things and to begin to look at the world in some new ways.
- ❖ Children will use a **variety of tools, techniques and materials** over the year.
- ❖ We will **explore** the work of a variety of traditional and contemporary **visual artists**.
- ❖ I expect children to **care for tools and materials** and to **respect each other**.
- ❖ The kids will develop artistically through using **observation, memory and imagination**.
- ❖ Art should be **fun**.

Ten Lessons the Arts Teach

SOURCE: **Elliot Eisner** (2002). *The Arts and the Creation of Mind*, In Chapter 4, What the Arts Teach and How It Shows. (pp. 70-92). Yale University Press. Available from NAEA Publications.

The arts teach children to make good judgments about qualitative relationships.

Unlike much of the curriculum in which correct answers and rules prevail, in the arts, it is judgment rather than rules that prevail.

The arts teach children that problems can have more than one solution and that questions can have more than one answer.

The arts celebrate multiple perspectives.

One of their large lessons is that there are many ways to see and interpret the world.

The arts teach children that in complex forms of problem solving

purposes are seldom fixed, but change with circumstance and opportunity. Learning in the arts requires the ability and a willingness to surrender to the unanticipated possibilities of the work as it unfolds.

The arts make vivid the fact that neither words in their literal form nor number exhaust what we can know. The limits of our language do not define the limits of our cognition.

The arts teach students that small differences can have large effects.

The arts traffic in subtleties.

The arts teach students to think through and within a material.

All art forms employ some means through which images become real.

The arts help children learn to say what cannot be said.

When children are invited to disclose what a work of art helps them feel, they must reach into their poetic capacities to find the words that will do the job.

The arts enable us to have experience we can have from no other source and

through such experience to discover the range and variety of what we are capable of feeling.

The arts' position in the school curriculum symbolizes to the young

what adults believe is important.

ISL Art Units

2012-2013

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Hillside Building Art Room

Grade 1: Bevens, Dwyer, Featherstone, Patterson

Buildings

Families and Friends

Shapes in Space

Authors and Illustrators

Small is Beautiful, Too

Plus additional mini-units focusing on art elements, techniques and media

Grade 2: Dackner, McMillan, Repicky, Solomon

Landmarks

Portraits

Animal Sculptures

Plants Alive

Build an Empire

Plus additional mini-units focusing on art elements, techniques and media

Grade 3: Dennis, Mater, Repicky

Landscapes

Patterns

Artist Biographies

Middle Ages

Plus additional mini-units focusing on art elements, techniques and media